

WETLAND METAPHORS



- Assign each member of a base cooperative group to one of the four expert tables.
- Have students work at expert tables. At the expert table, members from the different groups will work with expert sheets to become knowledgeable about specific information. Expert groups are to discuss the material with the charge that they are responsible for bringing the main points of the information back to their base groups.
- Have base groups meet back together to share their acquired expertise.
- Discuss metaphors with students.
- Hold students individually accountable for the information following the Wetlands Metaphor Activity.
- Discuss the topics below with students and assist them in conceptualizing the following basic ecological activities that characterize the wetland habitat:
 - Sponge effect – absorbs runoff
 - Filter effect – takes out silt, toxins, wastes, etc.
 - Nutrient control – absorbs nutrients from fertilizers and other sources that may cause down-stream contamination
 - Natural nursery – provides protection and nourishment for newborn wildlife
- Choose one of the following three options to complete this activity.
- Option 1 – Distribute picture cards to groups. Have students tell how wetlands are like their picture. PICTURE CARDS – sponge, pillow, bed, mixer, cradle, strainer, filter, antacid, cereal, soap.
- Option 2 – Collect actual items which exemplify the desired metaphors and put them in a pillowcase or trash bag. Have students pull objects out. In groups, prepare a brief explanation of how wetlands are like their object.

